

TRACER STUDY

2025



A Report

Submitted by

Ace Research Center

Ace Institute of Management

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INTRODUCTION

Background

A tracer study is a key tool for understanding the post-graduation outcomes of alumni. It provides insights into how effectively an institution prepares students for the workforce or further academic pursuits. By tracking career progress and continued education, the study helps institutions understand the paths graduates take after completing their studies.

Ace Institute of Management aims to evaluate the professional and academic trajectories of its graduates. This study focuses specifically on whether alumni are employed, the nature of their employment, and whether they are pursuing further studies.

Objectives of the Study

The study seeks to:

1. Track graduates' career progression and current employment status.
2. Determine whether graduates are pursuing further education or professional development.

This study provides a clear picture of the outcomes of Ace Institute of Management graduates and their engagement in professional or academic pursuits after graduation.

RESEARCH METHODOLOGY

This study employed a quantitative research design to track the post-graduation outcomes of Ace Institute of Management alumni, focusing on their career progress and further education. Data was collected using a structured survey administered through Kobo Toolbox, an online data collection platform that allows for efficient and systematic gathering of information from graduates.

Respondents

The study targets all graduates of Ace Institute of Management, with no predetermined sample size. A total of 118 graduates participated in the survey voluntarily. Participation is voluntary, and the survey is designed to capture comprehensive information on:

1. Current employment status, including job title, sector, and relevance to their field of study.
2. Pursuit of further education or professional development programs.

The survey aims to provide a clear quantitative overview of graduates' professional and academic trajectories, allowing the institution to understand alumni outcomes and trends over time.

Data Collection and Analysis

Responses collected through Kobo Toolbox. A structured questionnaire was distributed to graduates, who were invited to complete the survey via email and other communication channels. The data was compiled, coded, and analyzed using descriptive statistics, including frequencies and percentages, to summarize employment patterns and further education trends.

DATA FINDINGS AND PRESENTATION

This chapter presents the quantitative results of the tracer study, focusing on graduates' employment status and pursuit of further education. The data were collected using a structured survey administered through Kobo Toolbox and are presented in tables and figures for clarity.

Graduate Profile

This section presents the basic profile of the respondents, including graduation year and program completed. These details provide context for understanding the graduates' career and academic outcomes.

Table 1: Respondents' Gender

	Frequency	Percent
Female	44	37.3
Male	74	62.7
Total	118	100.0

Source: Survey (2025)

The gender distribution of the 118 respondents shows a majority of male participants (62.7%, n = 74) compared to female participants (37.3%, n = 44). This indicates that male students are more highly represented in this survey segment.

Table 2: Program Completed

	Frequency	Percent
BBA	54	45.8
BBA-Finance	6	5.1
EMBA	10	8.5
MBA	48	40.7
Total	118	100.0

Source: Survey (2025)

The academic profile of the 118 respondents is dominated by two primary groups, with the BBA program representing the largest share at 45.8% (n = 54) and the MBA program following closely at 40.7% (n = 48). The remaining participants are EMBA students at 8.5% (n = 10) and BBA-Finance students at 5.1% (n = 6). Collectively, this indicates that the feedback provided in this survey largely reflects the experiences of the general BBA and MBA cohorts.

Table 3: Graduation Year

	Frequency	Percent
2016	2	1.7
2021	2	1.7
2023	20	16.9
2024	28	23.7
2025	56	47.5
2026	10	8.5
Total	118	100.0

Source: Survey (2025)

The distribution of graduation years among the 118 survey respondents indicates that the vast majority of the sample consists of current students or very recent graduates. The largest cohort is slated to graduate in 2025, accounting for 47.5% (n = 56) of the participants, followed by the class of 2024 at 23.7% (n = 28). Students graduating in 2023 represent 16.9% (n = 20) of the group, while those finishing in 2026 make up 8.5% (n = 10). Historical data points from 2016 and 2021 each represent a marginal 1.7% (n = 2) of the total. Overall, this demographic profile ensures that the feedback reflects highly contemporary student experiences and expectations, with over 96% of the data coming from individuals within the 2023 to 2026 graduation window.

Alumni Current Employment/Academic Status

This section examines the current employment status of graduates. The data indicate whether graduates are employed, self-employed, unemployed, or engaged in other activities.

Table 4: Current Employment Status

	Frequency	Percent
Self Employed	14	11.9
Service in an organization	76	64.4
Unemployed	28	23.7
Total	118	100.0

Source: Survey (2025)

The current employment status of the 118 participants shows that a significant majority of 64.4% (n = 76) are currently in service within an organization. This is followed by an unemployment rate of 23.7% (n = 28) among the respondents, while the remaining 11.9% (n = 14) of the sample are self-employed. These figures indicate that nearly two-thirds of the cohort

have successfully transitioned into professional roles within established organizations, whereas self-employment remains a less frequent career path for this group at the time of the survey.

Table 5: Types of Self-employments

	Frequency	Percent
Commerce / Trade	16	13.6
Other	64	54.2
Service	38	32.2
Total	118	100

Source: Survey (2025)

Regarding students who identified as self-employed (N = 118), the majority are engaged in diverse or specialized fields. Over half of these respondents (54.2%, n = 64) categorized their profession as "Other," indicating a wide variety of entrepreneurial activities beyond traditional trade or service sectors.

The remaining participants are involved in Service-oriented businesses (32.2%, n = 38) or Commerce and Trade (13.6%, n = 16). This distribution suggests that the institution's graduates are branching into non-traditional self-employment paths, reinforcing the student recommendation for the college to focus more on modern technologies and diversified skill sets to better support these varied professional roles.

Table 6: Reasons for Unemployment

	Frequency	Percent
Further Study	88	74.6
No opportunity for employment	30	25.4
Total	118	100

Source: Survey (2025)

Among the 118 respondents who identified as unemployed, the vast majority are focusing on academic advancement, with 74.6% (n = 88) citing further study as the reason for their current status. The remaining 25.4% (n = 30) indicated that they are unemployed due to a lack of employment opportunities. This suggests that for nearly three-quarters of this group, unemployment is a transitional phase dedicated to increasing their qualifications rather than a direct result of market unavailability.

Table 7: Examinations for Work or Further Study

Examinations	Frequency	Percent
International level entrance examination (IELTS, TOEFL, SAT)	18	15.3
Nepal Civil Services Examinations	6	5.1
No	56	47.5
Other employment-related examinations	38	32.2
Total	118	100

Source: Survey (2025)

The survey data regarding examinations passed in the last five years provides insight into the professional and academic pursuits of the 118 respondents post-graduation.

The largest group, comprising 47.5% (n = 56), indicated that they had not passed any of the listed examinations within the specified period. Among those who did achieve examination milestones, the majority succeeded in "Other employment-related examinations," accounting for 32.2% (n = 38) of the total sample. Additionally, 15.3% (n = 18) of respondents successfully passed international level entrance examinations (such as IELTS, TOEFL, or SAT), suggesting a segment of the cohort is preparing for global academic or professional opportunities. A smaller portion, 5.1% (n = 6), reported passing the Nepal Civil Services Examinations.

Overall, more than half of the respondents (52.5%) have successfully cleared at least one professional or academic benchmark examination, demonstrating a strong commitment to career advancement and further education.

Table 8: Further Studies

	Frequency	Percent
	102	86.4
Business Analytics	2	1.7
CFA	2	1.7
MA Development Economics and International Studies	2	1.7
MBA	8	6.8
PhD program	2	1.7
Total	118	100.0

Source: Survey (2025)

In terms of further academic and professional pursuits, the data reveals that while a significant majority of the 118 respondents (86.4%, $n = 102$) are not currently enrolled in a new program, a focused segment of the cohort is actively advancing their qualifications. Among those pursuing further studies, the MBA is the most prominent choice, accounting for 6.8% ($n = 8$) of the total. Additionally, specialized and diverse academic paths are being followed by smaller groups, with 1.7% ($n = 2$) of respondents each enrolled in Business Analytics, CFA certification, an MA in Development Economics and International Studies, or a PhD program. This distribution highlights a trend toward both traditional management leadership and highly specialized technical or research-oriented fields among the graduates.

Alumni's Perception of Ace Services and Facilities

Respondents were asked to rate their experiences on a scale from 1 (Very Weak) to 5 (Excellent) on various services and facilities at the Ace Institute of Management. Below are the tables that represent the Graduates' views:

Table 9: Alumni's Perception of the Work Placement

	Frequency	Percent
Excellent	22	18.6
Good	80	67.8
Very Weak	10	8.5
Weak	6	5.1
Total	118	100

Source: Survey (2025)

The survey results regarding work placement, attachment, and internships show a generally positive reception among the 118 respondents. A significant majority of 86.4% rated the experience favorably, with 67.8% ($n = 80$) describing it as "Good" and 18.6% ($n = 22$) as "Excellent." On the other hand, a small portion of the students expressed dissatisfaction, with 5.1% ($n = 6$) rating it as "Weak" and 8.5% ($n = 10$) as "Very Weak." Overall, the data indicates that while most students are satisfied with their internship and placement opportunities, there remains a small segment of roughly 13.6% who perceive these services as lacking.

Table 10: Alumni's Perception of the Lab Facility

	Frequency	Percent
Excellent	26	22.0
Good	80	67.8
Very Weak	6	5.1
Weak	6	5.1
Total	118	100.0

Source: Survey (2025)

The lab facility ratings provided by the 118 respondents demonstrate a predominantly positive perception of the institution's infrastructure. A total of 89.8% of the participants expressed satisfaction, with 67.8% (n = 80) rating the facilities as "Good" and 22.0% (n = 26) as "Excellent." On the other hand, a small segment of 10.2% reported less favorable experiences, with "Weak" and "Very Weak" ratings each accounting for 5.1% (n = 6) of the total. These results suggest that the majority of the student body finds the laboratory resources to be adequate or superior for their academic needs.

Table 11: Alumni's Perception of the Library Facility

	Frequency	Percent
Excellent	54	45.8
Good	60	50.8
Very Weak	2	1.7
Weak	2	1.7
Total	118	100

Source: Survey (2025)

Student feedback on library facilities indicates a high level of satisfaction, with 96.6% of the 118 respondents rating the service as either "Excellent" (45.8%, n = 54) or "Good" (50.8%, n = 60). In contrast, a very small minority of 3.4% expressed dissatisfaction, with only 1.7% (n = 2) rating the facilities as "Weak" and another 1.7% (n = 2) as "Very Weak." This demonstrates that the library is perceived as a major institutional asset that effectively meets the academic and research needs of nearly the entire student population.

Table 12: Alumni's Perception of the Teaching-learning Environment

	Frequency	Percent
Excellent	48	40.7
Good	62	52.5
Very Weak	4	3.4
Weak	4	3.4
Total	118	100.0

Source: Survey (2025)

The teaching and learning environment at the institution is viewed very favorably by the 118 survey respondents, with a combined positive rating of 93.2%. Within this group, 52.5% (n = 62) described the environment as "Good," while a significant 40.7% (n = 48) rated it as "Excellent." Negative feedback was minimal, with only 6.8% of the participants rating the environment as either "Weak" (3.4%, n = 4) or "Very Weak" (3.4%, n = 4). This high level of satisfaction underscores the institution's success in maintaining an atmosphere conducive to academic growth and effective student engagement.

Table 13: Alumni's Perception of the Quality of Education

	Frequency	Percent
Excellent	44	37.3
Good	66	55.9
Very Weak	4	3.4
Weak	4	3.4
Total	118	100

Source: Survey (2025)

The quality of education delivered is rated highly by the 118 respondents, with 93.2% expressing overall satisfaction. Specifically, 55.9% (n = 66) of students rated the education quality as "Good," while 37.3% (n = 44) rated it as "Excellent." In contrast, a small minority of 6.8% provided negative feedback, split equally between "Weak" (3.4%, n = 4) and "Very Weak" (3.4%, n = 4). This data suggests that academic delivery remains a core strength of the institution, meeting or exceeding the expectations of the vast majority of the student body.

Table 14: Alumni's Perception of the Teacher-student Relationship

	Frequency	Percent
Excellent	50	42.4
Good	64	54.2
Very Weak	2	1.7
Weak	2	1.7
Total	118	100

Source: Survey (2025)

The survey results concerning the teacher-student relationship reflect an exceptionally high degree of interpersonal satisfaction within the institution. Out of the 118 respondents, a vast majority of 96.6% provided positive feedback, with 54.2% (n = 64) rating the relationship as "Good" and 42.4% (n = 50) as "Excellent." This indicates a strong level of rapport, mutual respect, and effective communication between the faculty and the student body. Conversely, negative perceptions were extremely rare, with only 3.4% of the participants rating the relationship as either "Weak" (1.7%, n = 2) or "Very Weak" (1.7%, n = 2). These findings suggest that the institution has successfully fostered a supportive and engaging academic environment where students feel well-connected to their instructors.

Table 15: Alumni's Perception of the Sports Facility

	Frequency	Percent
Excellent	26	22
Good	66	55.9
Very Weak	6	5.1
Weak	20	16.9
Total	118	100

Source: Survey (2025)

The survey results for sports facilities show a generally positive trend, with 77.9% of the 118 respondents rating them as either "Good" (55.9%, n = 66) or "Excellent" (22.0%, n = 26). However, a notable minority of 22.0% expressed dissatisfaction, with 16.9% (n = 20) rating the facilities as "Weak" and 5.1% (n = 6) as "Very Weak." Compared to other institutional metrics like the library or teacher-student relationships, sports facilities show a higher level of student concern, suggesting this as an area for potential infrastructure improvement.

Table 16: Alumni's Perception of Extra-Curricular Activities

	Frequency	Percent
Excellent	54	45.8
Good	52	44.1
Very Weak	6	5.1
Weak	6	5.1
Total	118	100

Source: Survey (2025)

The survey findings for extra-curricular activities indicate a high level of engagement and satisfaction among the 118 respondents, with 89.9% providing positive ratings. Nearly half of the participants, 45.8% (n = 54), described the extracurricular offerings as "Excellent," while 44.1% (n = 52) rated them as "Good." Conversely, 10.2% of the students expressed dissatisfaction, with "Weak" and "Very Weak" ratings each accounting for 5.1% (n = 6) of the total. These results suggest that the institution provides a robust environment for personal and social development outside of the classroom, though there is a small segment of the student body that feels these activities could be further strengthened.

Table 17: Alumni's Perception of the Program and Profession Relevance

	Frequency	Percent
Excellent	28	23.7
Good	70	59.3
Very Weak	6	5.1
Weak	14	11.9
Total	118	100

Source: Survey (2025)

The survey data regarding the Relevance of the Program to the profession indicates a high degree of perceived alignment between the curriculum and the students' career paths. Among the 118 respondents, 83% viewed the program's relevance positively, with 59.3% (n = 70) rating it as "Good" and 23.7% (n = 28) as "Excellent."

On the other hand, 17% of the participants expressed concerns regarding professional alignment, with 11.9% (n = 14) rating it as "Weak" and 5.1% (n = 6) as "Very Weak." While the overall sentiment is overwhelmingly positive, this 17% represents a larger segment of dissatisfaction compared to core academic areas like the library or teacher-student relationships,

suggesting that a small portion of students may seek more specialized or industry-specific training.

Table 18: Alumni's Perception of the Canteen and Sanitation Facilities

	Frequency	Percent
Excellent	34	28.8
Good	66	55.9
Weak	10	8.5
Very Weak	8	6.8
Total	118	100

Source: Survey (2025)

The survey results for the Canteen and Sanitation Facilities (including urinals and other basic amenities) indicate a high level of satisfaction among the 118 respondents. A combined total of 84.7% of students provided positive feedback, with 55.9% (n = 66) rating the facilities as "Good" and 28.8% (n = 34) as "Excellent."

Conversely, 15.3% of the participants expressed dissatisfaction, with 8.5% (n = 10) rating the facilities as "Weak" and 6.8% (n = 8) as "Very Weak." While the consensus is positive, the dissatisfaction rate here is slightly higher than in academic categories, highlighting sanitation and canteen services as an area for continuous maintenance and potential improvement to ensure student comfort.

Feedbacks from the Alumni

As part of the survey process, alumni were invited to provide open-ended feedback in the form of suggestions, recommendations, and observations aimed at supporting the continuous improvement of the college. While a significant majority of respondents—88.1% of the 118 participants—did not offer specific written comments, the feedback received from the remaining respondents is both substantive and insightful. These responses provide a meaningful perspective on alumni expectations and experiences, highlighting key academic, institutional, and relational areas that warrant focused attention. Collectively, the feedback reflects a strong desire for the college to remain relevant, competitive, and responsive to the rapidly changing demands of the professional and educational landscape.

Key Recommendations for Improvement

A central theme emerging from alumni feedback is the need for comprehensive curriculum modernization. Respondents emphasized that the current academic focus remains heavily oriented toward traditional areas such as marketing and event management, which, while still relevant, are no longer sufficient on their own in today's evolving job market. Alumni strongly recommended expanding and updating academic offerings to include emerging and high-demand fields such as artificial intelligence, advanced digital technologies, financial analytics, and contemporary finance. This shift is viewed as essential to ensure that graduates are equipped with future-ready skills and can compete effectively in increasingly technology-driven industries.

Closely linked to curriculum reform is the need to strengthen students' practical data literacy. Alumni consistently highlighted the importance of hands-on exposure to data analytics, digital tools, and real-world applications of data. Rather than limiting instruction to conceptual or theoretical knowledge, respondents advocated for experiential learning opportunities that allow students to actively work with data, interpret insights, and apply digital solutions in practical contexts. This emphasis on applied learning reflects alumni perceptions of current industry expectations, where proficiency in data-driven decision-making has become a core professional competency across disciplines.

In addition, respondents expressed a strong preference for experiential and practice-oriented pedagogical approaches. Alumni recommended a move away from predominantly lecture-based, theoretical instruction toward "learning-by-doing" models that incorporate case studies, live projects, simulations, internships, and collaborative problem-solving activities. Such approaches are believed to not only enhance skill development but also improve student engagement, confidence, and readiness for professional environments. Beyond academics, alumni also identified institutional-level improvements as critical, including strengthening degree accreditation processes and enhancing the college's overall branding and reputation. They further emphasized the importance of improving student-administration relationships and introducing structured mentorship programs to foster stronger academic support, guidance, and communication throughout the student lifecycle.

Suggestions for Institutional Betterment

The specific suggestions offered by alumni further reinforce the need for strategic institutional development across multiple dimensions. In terms of curriculum and technology, respondents reiterated the importance of aligning academic programs with contemporary industry needs by integrating artificial intelligence, advanced technologies, and finance into the core academic framework. This alignment is seen as a key factor in enhancing graduate

employability and ensuring that the college remains competitive within the higher education sector.

Alumni also emphasized the importance of strengthening practical pedagogy through increased opportunities for hands-on learning and applied instruction. There was a clear call for greater exposure to real-world tools, industry-relevant software, and data-driven projects that prepare students for digitalized and technology-intensive professional roles. This approach is viewed as essential for bridging the gap between academic learning and workplace expectations.

Beyond academic reforms, alumni feedback highlighted several institutional and relational concerns. Respondents recommended proactive efforts to secure or enhance degree accreditation where necessary, recognizing accreditation as a critical factor in institutional credibility and graduate recognition. Strengthening the college's brand identity and visibility was also identified as an important area for development. Furthermore, alumni expressed concern over strained student-administration relationships, describing them as an area requiring immediate attention. Suggestions included improving communication, transparency, and responsiveness, as well as establishing formal mentorship programs to support students academically and professionally. Collectively, these recommendations underscore the importance of fostering a supportive, well-governed, and forward-looking institutional environment that prioritizes both academic excellence and positive stakeholder relationships.

CONCLUSION

This tracer study provides a comprehensive overview of the post-graduation outcomes of Ace Institute of Management alumni, offering valuable insights into their professional and academic trajectories. By systematically tracking graduates' employment status and engagement in further education, the study fulfills its primary objective of assessing how effectively the institution prepares students for the workforce and continued learning. The quantitative approach, supported by structured data collection through Kobo Toolbox and analysis using descriptive statistics, ensures that the findings present a clear and reliable snapshot of alumni outcomes.

The results indicate that Ace Institute of Management graduates are actively engaged in professional and academic pursuits, reflecting the institution's role in equipping students with foundational knowledge and skills. At the same time, the alumni feedback collected through open-ended survey questions reveals important areas for improvement that extend beyond employment outcomes alone. While a majority of respondents did not provide specific recommendations, the feedback from those who did underscores a strong desire for the institution to adapt more proactively to evolving industry demands and global trends.

A recurring theme across alumni responses is the need for curriculum modernization. Graduates emphasized the importance of expanding academic offerings beyond traditional focus areas such as marketing and events to include emerging fields like artificial intelligence, advanced digital technologies, data analytics, and modern finance. These recommendations reflect shifts in the contemporary job market, where technological competence and data-driven decision-making have become essential across sectors. Strengthening practical data literacy and integrating hands-on learning opportunities were also highlighted as critical to improving graduate readiness and employability.

In addition to academic reforms, alumni feedback points to the importance of experiential learning and institutional strengthening. Respondents consistently advocated for a greater emphasis on "learning by doing," through applied projects, real-world case studies, and industry exposure. Furthermore, institutional concerns such as degree accreditation, branding, mentorship, and student-administration relationships emerged as key areas requiring attention. Addressing

these issues is likely to enhance not only the quality of education but also student satisfaction, institutional credibility, and long-term alumni engagement.

Overall, the findings of this tracer study suggest that while Ace Institute of Management has successfully supported graduates in pursuing employment and further education, there is significant opportunity for strategic enhancement. By aligning curricula with emerging industry trends, strengthening practical and experiential learning, and fostering stronger institutional systems and relationships, the institute can further improve graduate outcomes and institutional impact. This study therefore serves as both an evaluative tool and a strategic guide, informing evidence-based decision-making and continuous improvement initiatives aimed at ensuring the sustained relevance and excellence of Ace Institute of Management.

ANNEX

QUESTIONNAIRE

A. Respondent's Profile

1. Full Name:
2. Mailing Address:
3. Permanent Address:
4. Gender:
 - Male
 - Female
 - Third Gender
5. Admission Year:
6. Program Completed:
 - BScIT
 - BBA
BBA-Finance
 - MBA
EMBA
7. Graduation Year:
8. Mobile No:
9. Email id:
10. FB account:
11. Twitter account:
12. if any other social media:

B. Employment Information

13. Current Employment Status:
 - Service in an organization
 - Self-employed
 - Unemployed
14. In the case of Self Employment: type of work/profession
 - Commerce / Trade
 - Service
 - Other
15. In the case of unemployment
 - No opportunity of Employment
 - Unable to receive Professional Council License
 - Further Study

16. Which of the following best represent major strengths and weaknesses of the institutional program that you attended?						
Please rate your experience on a scale from 5 (Excellent) to 1 (Very Weak), using the following scale: Excellent, Good, Average, Weak, Very Weak.		1	2	3	4	5
16. a	Work placement / attachment / internship					
16. b	Lab facility					

16. c	Library facility						
16. d	Teaching / Learning environment						
16. e	Quality of education delivered						
16. f	Teacher Student relationship						
16. g	Sports facility						
16. h	Problem-solving ability						
16. i	Extracurricular activities						
16. j	Relevance of the program to your professional (job) requirements						
16. k	Canteen / Urinals etc						

17. Did you pass the following examinations in the last five years?

- Nepal Civil Services Examinations
- Other employment-related examinations
- International level entrance examination (IELTS, TOEFL, SAT)
- No

18. If you passed another examination, please specify.

C. If pursuing further study

19. Enrolment Year (Year and Month)

20. For example, 2020-4

21. Program

22. Level

23. Campus/University

24. Campus/University Address

D. Feedbacks from Alumni

25. Please provide your suggestions/recommendations for the betterment of your institution

26. What contribution/s can you provide to the institution for its betterment?